

# Investigate Stage

## Criterion A

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Maximum: 6

Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.

Achievement level	Grade 7 level descriptor	Task specific descriptor
0	The student does not reach a standard described by any of the descriptors below.	<ul style="list-style-type: none"> <li>Student does not submit any work</li> </ul>
1–2	The student <b>considers</b> the problem. The student investigates the problem, <b>collecting</b> information from a source.	<ul style="list-style-type: none"> <li>Student states the problem and design brief</li> <li>Student mentions some design specifications</li> <li>Investigation notes are incomplete</li> </ul>
3–4	The student <b>considers</b> the problem. The student investigates the problem, <b>selecting</b> information from some acknowledged sources. The student, with limited guidance, writes a specification.	<ul style="list-style-type: none"> <li>Student submits an investigation notes that include a design brief, which describes what type of product will be created.</li> <li>Some referenced sources</li> <li>Student creates design specifications and mentions a method of testing</li> </ul>
5–6	The student <b>considers</b> the importance of the problem for life, society and/or the environment. The student investigates the problem, <b>selecting</b> information from a <b>range of appropriate, acknowledged</b> sources. The student lists specifications that must be met by their product. The student, with guidance, designs some simple tests.	<ul style="list-style-type: none"> <li>Student submitted a well written <u>problem and its relevance</u> – importance of the problem to be solved, <u>design brief</u> – which explains solution/product to be focused on; <u>design specifications</u> are clearly described.</li> <li>Student used at least 2-3 <u>different sources</u> – different media/type is a <i>plus!</i> The sources are referenced correctly (MLA format) and commented on.</li> <li>Student clearly describes a <u>method of testing</u> whether the product meets the design specifications.</li> </ul>

**NOTE:** The Problem and Design Brief are sometimes viewed as two different sections of the design process. However, they are very closely related. Before you can start a design project you must find a 'problem' to solve. Sometimes this may be given to you as a question set by the teacher and is usually a paragraph of writing. The 'design brief' follows the 'problem' and states clearly how you intend to solve the design problem. (Sample is available at <http://www.technologystudent.com/designpro/problem1.htm>)